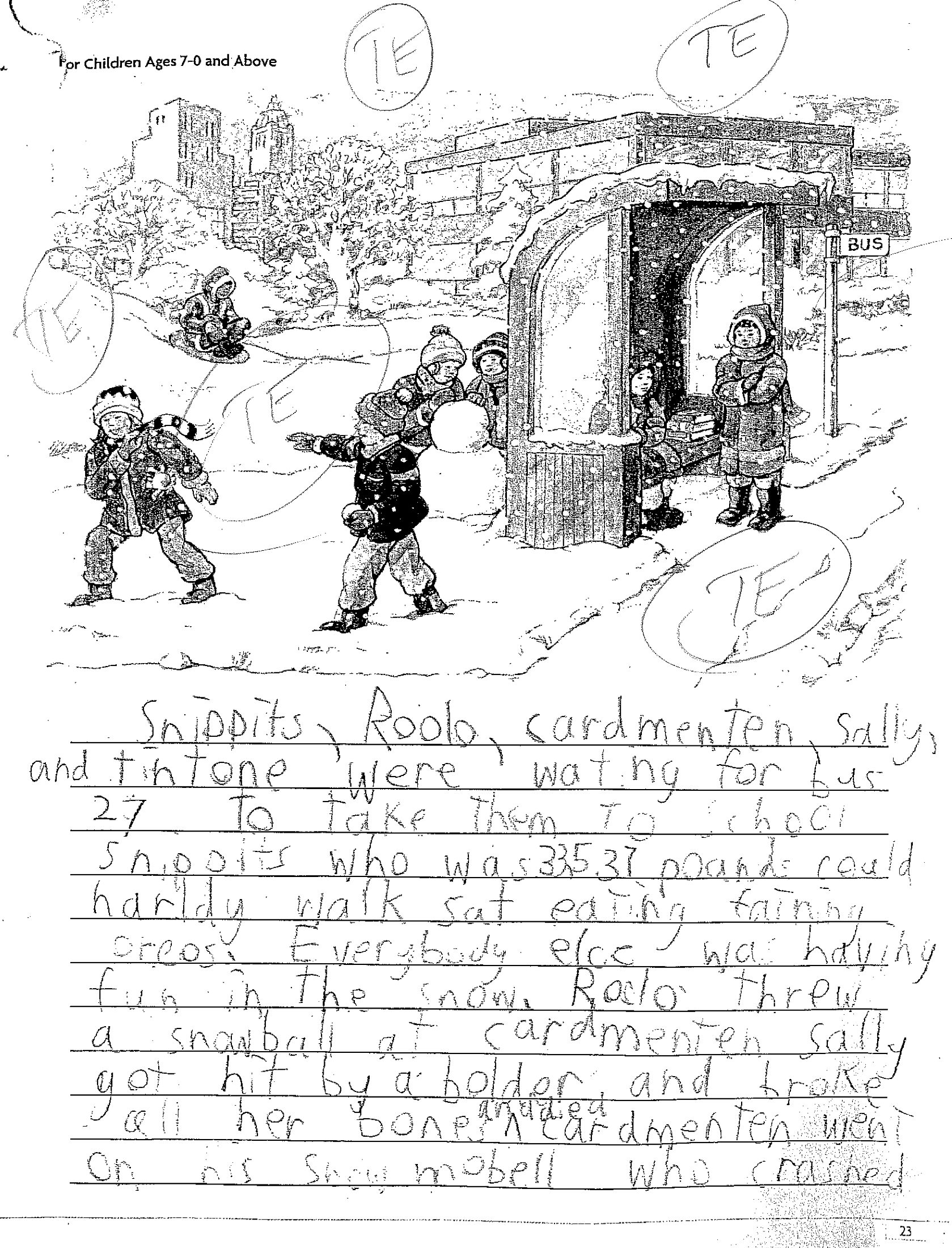
**SCSU RDG 567 – Assessment Review**

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| Test Name:  **Test of Early Written Language, Third Edition (TEWL-3)** |
| Reactions:  The TEWL has two sections. The TEWL has Spontaneous Writing, which reminds me of a writing prompt yet it is scored very differently. The test has identified items that are randomly introduced to students (punctuation, sentence combining, spelling, etc.) I know the TOWL is organized by one category at a time. I’m not sure if the random introduction of differently test items makes it harder or easier for students. It looks like you need to set of large set of time to administer the assessment but that depends on student and task. |
| Components Addressed: (NRP)  Although this is a writing assessment, you can get a sense of phonic skills that may be under control by analyzing the spelling in the writing sample. |
| Data Generated (Stanines / Grade Equivalents)  The TEWL is a normed assessment and will produce raw scores, percentiles and normal curve equivalents. It will also provide age and grade equivalents. |
| Reliability Information:  The authors designed the assessment so the administration of the tasks will be reliability administered. They have scripts to read with samples to explain the task. There is some question on how reliable the scoring of some items are related to the rubric of 0,1,2. Although the manual gives guidance at times some items will be a judgment call. |
| Validity Information:  The test aims to measure early writing ability yet it gives scores for number of sentences, number of words with five letters or more spelled correctly, etc. It does not measure author’s voice, organization or fluency. How it determines good writing is based on looking on subset areas/skills and making a determination about the overall writing ability. I’m not sure it strongly measures good writing from bad. |
| Implications for Instruction / Recommendations:  The assessment can highlight problematic areas of writing ability. For example, you can look at spelling, punctuation, etc. in isolation and in context and decide if instruction is necessary in any particular area. With deeper study, teachers can find implications for high frequency words, spelling, organization, writing fluency, etc. |

Sample of Test Administered



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| Test Name:  **Inventory of Letter Knowledge (Dominie Reading and Writing Assessment Portfolio)** |
| Reactions:  The Inventory of Letter Knowledge is basically a letter identification assessment. It does not attempt to gain insight into phonemic understanding of letters or letter sound knowledge. It is simple and familiar to other letter ID tests I have administered. It is similar to Marie Clay’s Letter ID test. I find it useful to know as a starting point for many students who struggle. |
| Components Addressed: (NRP)  This assessment addressed the phonics component as recommended by the NRP. |
| Data Generated (Stanines / Grade Equivalents)  The Dominie Sentence Writing generates raw scores of upper case, lower case and total letters identified. It also provides normative data in stanines for the beginning and the end of the year. |
| Reliability Information:  The authors provide a script and administration guide that is very simple to implement. Since the test is fairly straight forward it is most likely administered reliably. The only question lies in the fact that it is untimed and there may be variances in wait time. |
| Validity Information:  The test is a valid measure of letter knowledge as it directly measures what it purports to measure. It does not pretend to measure anything else. Its predictive reliability is most likely limited to short term conclusions. |
| Implications for Instruction / Recommendations:  The knowledge of letters is a predictor of first grade reading success. Therefore students with low ability to identify letters may be at risk. Teachers can use phonemic awareness and letter tracing activities to help students develop their use of graphophonic cueing systems by addressing the areas of instruction for emergent readers. |

